

Section 4: Social Studies

This section addresses **Cognitive and Social Emotional Development** through the content area of **Social Studies**. The correlations are with the Kindergarten Curriculum Standards in **Social Studies**.

This section also correlates to **Head Start Performance Standards**:

1304.21(a)(3)(i)(A) Grantee and delegate agencies must support social and emotional development by: Encouraging development which enhances each child's strengths by: Building trust.

1304.21(a)(3)(i)(B) Fostering independence;

1304.21(a)(3)(i)(C) Encouraging self-control by setting clear, consistent limits, and having realistic expectations;

1304.21(a)(3)(i)(D) Encouraging respect for the feelings and rights of others;

1304.21(b)(2)(i) Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that: Encourages the development of self-awareness, autonomy, and self-expression;

1304.21(c)(1)(iv) Ensures that the program environment helps children develop emotional security and facility in social relationships;

1304.21(c)(1)(v) Enhances each child's understanding of self as an individual and as a member of a group;

1304.21(c)(1)(vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and

1304.21(c)(1)(vii) Provides individual and small group experiences both indoors and outdoors.

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE / SOCIAL-EMOTIONAL	Social Studies	Human Interactions/ Culture	Responds to familiar adults	Gazes into caregiver's eyes while being fed	
				Turns head toward familiar voices	
				Stops crying when familiar voice is heard	
				Begins to coo or smile when being talked to	
				Follows the caregiver with eyes	
				Fusses or cries to gain attention of familiar adults	
				Cuddles into a caregiver's shoulder when being held	
			Shows awareness of unfamiliar people	Gazes passively, then begins to fuss when new persons move close	
				Stops cooing and smiling when a new person tries to get her attention	
				Turns head into shoulder of caregiver when a new person approaches	
				Stiffens and leans away when picked up by an unfamiliar person	
			Shows awareness of other children	Looks in direction of a nearby child	
				Smiles and coos in response to an older child's attention	
				Brightens and waves arms in response to a child's smiles	

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COGNITIVE / SOCIAL-EMOTIONAL	Social Studies	Human Interactions/ Culture	Engages with familiar adults	Babbles and coos to gain attention of someone nearby	
				Looks intently at the face when talked to by a familiar person	
				Smiles when someone familiar smiles or makes gentle, funny faces	
				Coos or smiles when talked to	
				Kicks legs or reaches with his arms when he sees a familiar person approach	
				Bounces on the caregiver's lap to get attention	
				Makes loud noises as though trying to talk to someone	
				Relaxes when comforted by familiar persons	
			Shows awareness of unfamiliar people	Hides face in familiar adult's shoulder when the adult is talking with someone unfamiliar	
				Looks curiously at someone who hasn't been around regularly, and clings to familiar adult	
				Reaches to a familiar adult to be picked up when a stranger says hello	
				Stops activity and stares at a new person entering the room	
				Cries when greeted by an unfamiliar person	
			Shows awareness of other children	Watches nearby children, and often reaches out	
				Looks toward a peer who is actively exploring an interesting object	
				Directs smiles and vocalizations toward other children	
				Kicks feet in excitement at the sight of other children	
				Uses hands to explore the face and hair of a peer	
				Watches with an expression of worry if another child cries; may even cry herself	

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE / SOCIAL-EMOTIONAL	Social Studies	Human Interactions/ Culture	Shows preference for familiar adults	Actively clings or cries in response to a familiar person saying "good-bye"	
				Shows great delight when playing peek-a-boo	
				Checks out the caregiver's reaction before deciding if he should act hurt	
				Coos or smiles when talked to	
				Tugs on caregiver or makes noise when feeling ignored	
				Reaches to the caregiver for comfort when upset or hurt	
			Reacts to unfamiliar people	May cry inconsolably when left with a new or unfamiliar person	
				Plays comfortably in a new setting until the arrival of a new person, then often needs to be comforted or be close to someone familiar	
				Looks curiously at someone she hasn't seen for a long time, and holds on tightly	
				Stops exploring or playing in order to watch intently when an unfamiliar person enters the room	
				Demonstrates joy when the parent/guardian returns after being away for a while	
			Shows awareness of other children	Watches older children play	
				Touches the face and hair of the peer next to him	
				Tries to imitate playing with a toy after watching another person play with it	
				Cries when hearing another child cry	
				Plays with a toy when sitting beside another child who is also playing with a toy	
				Crawls into an adult's lap if the adult is still and interacting with other children	

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE / SOCIAL-EMOTIONAL	Social Studies	Human Interactions/ Culture	Relies on the presence of familiar adults to try things	Explores and experiments with new materials, such as play dough, when the caregiver is using the materials nearby	
				Will crawl or walk through a confined area to reach a familiar person	
				Momentarily stops play to touch base with a familiar adult, and then resumes play when given a reassuring smile or encouraging word by the caregiver	
				Goes to a trusted adult with words or gestures	
			Shows awareness of unfamiliar adults	Hides behind his parent but peeks out when a new person says "Hello"	
				Moves to the other side of the room when an unfamiliar person enters the room	
				Cries when she sees a face that is very different from what she is used to -- a beard or mustache (Santa Claus) or a clown	
				Cries when the parent leaves but will slowly settle down with the help of familiar adult	
				Allows a stranger to approach when the stranger does something familiar such as wave or play peek-a-boo	
			Interacts with other children	Looks in the direction of other children playing nearby	
				Reaches out and tugs at another child's hair	
				Offers a toy to another child	
				Hits a child when that child tries to take the toy he is playing with	
				Plays with an older child by following the activities that the older child suggests	
				Reacts with a frown or turns to look when another child cries	
				Plays with a toy when sitting beside another child who is also playing with a toy/ will try to offer the other child the toy or take that child's toy	

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
COGNITIVE / SOCIAL-EMOTIONAL	Social Studies	Human Interactions/ Culture	Seeks the support of familiar adults to try things	Moves toward a toy, but comes back to adult for reassurance before going to the toy; seeks adult contact during time he is playing with an object	
				Pulls the face of a caregiver toward her when the adult begins to talk to someone else	
				Cautiously watches the familiar adult talk to a new person, and then slowly begins to interact with the new adult	
				Acts shy at parties or larger gatherings, and wants to hold onto familiar adult when entering a new group	
			Acts cautiously around unfamiliar adults	Keeps one eye on the stranger and does not respond to friendly efforts by the stranger	
			Interacts with other children	Plays next to a child for brief periods, but goes back to own play	
				Watches and begins to play briefly with other children, but tends to become demanding and needs adult redirection of attention	
				Imitates peers' behavior for short periods of time (can copy hopping like a frog or making sounds like a fire engine)	
		Makes compromises occasionally, but taking turns is very difficult			
		History	Begins to recognize routines and to categorize time intervals	Shows increasing memory for details and routines (remembers where things go, goes to wash hands when meal time is announced, gets special item for naptime)	
			Recognizes the changes in environment	Responds with "bye" when reminded that someone is leaving	

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COGNITIVE / SOCIAL-EMOTIONAL	Social Studies	Human Interactions/ Culture	Shows need for familiar adult's approval	Holds on tight to adult in new setting but gradually lets go to explore the environment	
				Attempts a new behavior but looks to the adult to watch and affirm efforts (climbs to top of slide but wants the adult to watch before sliding down)	
				Turns to adult for comfort after falling, but goes back to play	
			Shows cautious interest in unfamiliar adults	Approaches a new person after familiar adult has talked with the new person a while	
				Looks away when a new person talks to her	
			Plays beside other children	Joins a small group in an area and plays for a brief period without a disruption, but mostly plays independently	
				Can play beside another child in a center for longer periods of time without trying to take the other child's toys	
				Can say "no" or "stop" to a child who is taking something he does not want him to, rather than hitting or using physical force	
				Can help other children pick up toys for short time span	
				Uses words to ask another child to play	
			Begins to act independently	Insists on doing things "by myself" but needs adult assurance (tries to dress himself and may have things on backward, but refuses help)	
		History	Identifies common events and routines	Knows when it is snack time or meal time Begins to pick up on clues to the routine (puts on coat before going outside)	
			Begins to categorize time intervals	Begins to understand that some events follow a pattern (nap time comes after meal time)	
			Recognizes the changes in environment	Recognizes weather (sees snow and runs to put on coat; sees rain and runs to get umbrella)	

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COGNITIVE / SOCIAL-EMOTIONAL	Social Studies	Human Interactions/ Culture	Reflects attitudes and behaviors of familiar adults	Acts out different "settings/events" that have happened at home	
				Uses language -- appropriate or inappropriate -- that adults around her use	
				Tries to do silly things to engage familiar adults	
			Shows cautious interest in unfamiliar adults	Talks to new person if familiar adult is nearby	
			Has capacity to play cooperatively with other children	Joins a small group in an area and plays for a short time; will interact with the persons in the area	
				Begins to participate in simple group activities (like follow the leader)	
				Has a better understanding of waiting a moment and taking turns; can play with another child and not take the materials	
				Talks with a peer using shortened sentence structure, but has ability to communicate his wants and needs	
			Begins to act independently	Enjoys doing things independently (can pick up trash and throw it away without help); seeks recognition of successes	
		History	Identifies common events and routines	Recognizes routines; following the routines becomes very important	
			Begins to categorize time intervals	Comprehends the details of the daily routines and is aware when the details are not followed	
			Recognizes the changes in environment	Points out that something is missing from a table, puzzle, etc.	
		Geography	Begins to understand and recognize familiar localities	Recognizes environmental symbols and print (arches are McDonalds and Wal-Mart sign means going shopping)	
				Associates riding in different vehicles with arriving at different destinations (a ride in the car means going to the store; the school bus ride means going to "school")	

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COGNITIVE / SOCIAL-EMOTIONAL	Social Studies	Human Interactions/ Culture	Discriminates individual, culture and community	Begins to recognize likenesses and differences in others	
				Begins to understand family structures and roles	
				Draws self, usually with head and not much detail	
				Acts out family roles in dramatic play center	
			Develops growing awareness of jobs and what is required to perform them	Participates in classroom jobs	
			Begins to understand the reason for rules	Follows simple class rules	
				Participates in class clean-up or group activities	
				Understands that there is no hitting because it hurts	
		Learns to wait (for a short period of time) for her turn			
		History	Identifies Common Events and Routines	Knows when it is snack time or meal time	
				Recognizes routines of washing hands before eating or brushing teeth after meals or before bed time	
			Begins to categorize time intervals	Uses the word "today," or "day" and "night" to talk about time of day; sometimes uses the wrong term	
			Recognizes the changes in environment	Recognizes that it is rainy, sunny, hot and cold	

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COGNITIVE / SOCIAL-EMOTIONAL	Social Studies	Human Interactions/ Culture	Discriminates individual, culture and community	Recognizes own gender	Social Studies K.5.0, K.1.01
				Begins to understand family structures and roles	
				Notifies similarities and differences in people	
				Plays and acts out family roles in dramatic play center	
			Develops growing awareness of jobs and what is required to perform them	Participates in classroom jobs	
				Looks at books and identifies jobs of persons	
				Chooses "leader" or "boss" for activity	
			Begins to understand the reason for rules	Helps make and follows class rules	
				Places personal symbol at interest area to denote her place	
				Participates in class clean-up or group activities	
				Can state a rule and simply explain the "why" of rule, e.g., Don't push because someone will fall.	
				Learns to wait (for longer periods of time) for his turn	
		History	Identifies common events and routines	Understands that the day follows a schedule	Social Studies K.3.02; Math K.4.1.c/d
				Understands and can predict the next events that will happen in the day	
			Begins to categorize time intervals	Uses terms "today," "tomorrow," "next time" with some accuracy	
				Begins to understand concepts of before and after	
			Recognizes the changes in environment	Recognizes that it is rainy, sunny, cool, hot	
				Begins to recognize seasons (if he lives in a place where seasonal differences are apparent)	

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COGNITIVE / SOCIAL-EMOTIONAL	Social Studies	Geography	Begins to express and understand concepts and language of geography in the context of her classroom, home and community	Recognizes common features in his immediate environment (playground, library, restroom)	Social Studies K.3.01
				Creates drawings of home, school, etc.; can make simple map of home to show different areas and talk about what is in those areas (stove in kitchen)	
				Identifies important or familiar landmarks (fire house, grocery store, etc.)	
				Identifies common features of local landscape (houses, streets, buildings)	
		Economics	Begins to understand that people need food, clothing and shelter	Begins to understand that people need nutritious food	Social Studies K.2.01/03, Hlth K.4.0
				Understands that he must put on a coat and warm shoes in cold weather	
				Understands that people need a place to live	
			Begins to understand what services the community workers provide	Understands that fire fighters help others in many ways	
				Understands that police officers help people in different ways	
				Begins to understand that there are other community workers that help his community	
			Begins to understand the concept of money	Understands that money can buy items	
				Understands that some items cost more than others	